
TRANS YOUTH CANADA

**CURRENT, PRE- AND
POST-COVID IMPACT
ON EDUCATION REPORT**

**INCLUDING PRELIMINARY
FINDINGS FROM OUR YOUTH
AND SERVICE PROVIDER
SURVEYS**



transyouthcanada.com

TransYouthCanada.com is a youth-led website and resource. This site features trans, Two-Spirit, gender diverse, and/or gender non-conforming youth-led research, resources for youth across Canada, a podcast series, artistic endeavours and creations, and frameworks of action for healthcare, schools, and social service to utilize in policy and practice. This report's research is being led by a team of young trans people: Keegan Prempeh, Priya "Pree" Rehal, Kaeden Seburn, Lachina Tycho Mckenzie. The work is also funded by Ryerson University and is supported by assistant professor Julie James.

These surveys include:

- *A pre-COVID-19 trans youth survey*
 - *with data collected from Feb 2019 to July 2019 (n=190)*
- *A COVID-19 impact trans youth survey*
 - *that started data collection on May 4th, 2020 (n=176) and,*
- *A service provider survey*
 - *that also started data collection on May 4th, 2020 (n=106).*
- *The below preliminary findings are from data collected up until June 30th, 2020.*

PRE-COVID-19 AND COVID-19 IMPACT YOUTH SURVEYS



Only

18%

of youth respondents learned about being trans or gender nonconforming at school

The following themes were the most frequently reported on by youth from both of the surveys (n=366) regarding experiences at school:

- A need for more content on gender identity and expression in school curriculums to promote understanding and acceptance of their identities
- Frequent experiences harassment from peers at school
- A need for schools to respond more seriously to incidents of school-based harassment.
- The need for multiple accessible all gender washrooms in all schools
- Youth indicate a need for more knowledgeable teachers and staff

COVID-19 IMPACT TRANS YOUTH SURVEY

42%

are in high school

5%

are in college

29%

are in university

62% of respondents who are currently doing online learning are experiencing challenges. Reported challenges included: isolation, the negative impact of isolation on mental health, difficulty focusing – particularly for neurodiverse youth, a lack of privacy at home, having the wrong name or pronoun used in online learning, and having preferred names or pronouns shared with parents or caregivers that ‘outed’ these young people.

46% of respondents who are currently doing online learning are experiencing benefits. Reported benefits included: increased accessibility of school and learning, being able to self-pace learning, decrease in social anxiety, not having to interact with unsupportive schools or peers, and less scrutiny over gender expression.

SERVICE PROVIDER SURVEY

33%

of respondents work
in education (31
individual responses)

28%

of these providers
identify as trans or
gender diverse

85%

of providers in
education indicated that
they support trans, Two-
Spirit, gender non-
conforming and/or
gender diverse young
people in their work

Respondents include teachers, social workers, gender diversity educators.

The following themes were the most frequently reported on from educator respondents:

- Many respondents indicated that their schools do not have any policies specific to trans, Two Spirit, gender nonconforming or gender diverse students.
- Supportive educators reported that they try to support trans, Two Spirit, gender non-conforming, and gender diverse youth by using the correct name and pronouns, helping to build connections for trans and gender diverse students (eg. through GSA groups), including curriculum content on gender identity and expression, and by working with other equity departments to provide intersectional support.
- Many service providers indicated a lack of available training on supporting trans, Two Spirit, gender nonconforming, or gender diverse students; that this education was primarily self-directed, or that they received introductory training on gender identity and expression through their work and supplemented this learning by learning from the lived experiences of young people they work with

To better serve trans, Two-Spirit, gender non-conforming, and/or gender diverse youth, service providers in education indicated that they need:

67%

Training specific to Indigenous trans or Two-Spirit young people

62%

Education specific to racialized trans young people

57%

Training specific to young trans people with disabilities

57%

Training on being an advocate for young trans people

52%

Advanced training specific to my profession

WHAT CAN BE DONE? CHECKLIST FOR SCHOOLS:



1. **Include content on gender identity; gender expression; and trans, two spirit, gender nonconforming and gender diverse experiences in school curricula across age groups and subject areas.**
2. **Create and implement a plan to respond seriously to instances of gender-based harassment in schools, including an evaluation plan to measure your success in increasing trans, two spirit, gender nonconforming, and gender diverse students' feelings of safety and decreasing instances of harassment.**
3. **Multiple clearly marked all gender washrooms throughout your school or campus, that students know are accessible to them, and that do not require students using these washrooms to miss more class than other students as a result of travelling to use washrooms that are far away from their classrooms.**
4. **Policies specific to the needs of trans, Two Spirit, gender nonconforming, and gender diverse students, informed by existing school policies and trans, Two Spirit, gender nonconforming, and gender diverse people.**
5. **Ongoing staff training and education on gender identity; gender expression; and trans, Two Spirit, gender nonconforming, and gender diverse identities and experiences, that lead to measured increase in staff members' knowledge and comfort discussing these topics with students.**
 - a. This training should include: Training specific to the needs of Indigenous trans or Two Spirit young people
 - b. Training specific to the needs of racialized trans young people
 - c. Training specific to the needs of trans young people with disabilities
 - d. Training on being an advocate for trans young people